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SACRAMENTO STATE COLLEGE
Division of Teacher Education
March 5, 1959

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Assistant Professor, Education

(Plan II)

IMPROVING TEACHER EDUCATION AT SACRAMENTO STATE COLLEGE
An Action Program for Inter-Divisional Evaluation

One of the most urgent needs of the Education Division at this time is the improvement of teacher education through a planned program of cooperative evaluation with other Divisions within the college. Many in these Divisions are poorly informed on the teacher education program and therefore have formed opinions that may do harm not only to teacher education but to their own Divisions.

Although this uninformed attitude toward teacher education is neither new nor unique with Sacramento State College, it has lately become of great concern to members of the Education Division. This critical opinion of teacher education is of great significance and clearly indicates the lack of understanding of the following concepts basic to the role of all other divisions in the education of teachers: (1) Teacher education is a responsibility and function of the whole college. (2) teacher education's specialized and professional courses draw upon all previous educational experiences of students.

Basic Premises for Inter-Divisional Evaluation.

Once the Education Division has achieved the purposes of its self-study, it should take the necessary steps to develop and inaugurate a program of evaluation in which all divisions will take part.

Three important concepts must be understood in helping these other divisions to identify their proper roles in the preparation of teachers for the public schools. First, they must recognize the purpose of the program of cooperative evaluation as it affects their own Division, second, they must accept their professional responsibilities in developing competent people for public school teaching, and third, they must gain objectivity so they may judge their real effectiveness in preparing students for the teaching profession.

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effectiveness in teaching students who may enter the profession.

Framework of Organizations for Inter-Divisional Evaluation.

It is imperative that each Division set up such organization as may be necessary to identify and define the elements of sound programs for preparing teachers. It is assumed that each division will accept responsibility and submit evidence in keeping with the spirit and direction of this program.

The following considerations should be given to encourage flexible organization for the self-study and appraisal:

1. Every member of the faculty and administration who is concerned with teacher education should participate actively in the study.

2. Channels of communication among administrative levels and parts of the institution should be kept free, clear, and in use.

3. Each part of the College should have responsibilities in the study. However, the structure should provide means by which all parts can operate within the total study, using a common framework and drawing departmental results into overall evaluations and recommendations for improving the education of teachers.

At least three groups within the college will work closely to organize the college for the process of cooperative evaluation.

1. Administrative heads of Divisions.

2. Coordinators and senior professors.

3. All faculty members within the various divisions.

Broad participation in the program is essential and should include general specialists as well as those engaged in programs leading to credentials.

Suggested Approaches and Procedures.

As in the program within the Education Division, the process of evaluation by cross-sectional committee appraisal will be used. First, committees made up of members from the various phases within the Division will help to evaluate the total program offered by this Division in the preparation of teachers. Many of the guidelines and criteria of the Education Division Study will apply and will serve to guide the Division committees in this first phase of their evaluation.

Upon completion of this initial phase of the evaluation, proper reports will be developed and distributed to all other division members. This information will be used in the second stage of the evaluation process in which committees will be formed of members from other divisions, including the Teacher Education faculty. This information will serve to give the committee members an opportunity to study the data and will serve as references in support of the Division findings.

Staff Organization.

1. The administrative staff meets to form plans for the institution-wide program to improve teacher education.

2. General faculty meetings are called to explain the program and to designate responsibilities.

3. A central steering committee will be given the responsibility for drawing together departmental results and for developing policies for institution-wide evaluation.

4. Small problem committees of representatives from the various Divisions are to help summarize findings and to expedite some processes. As institution-wide problems are identified, these committees will make recommendations for action to the proper committees.

5. Institution-wide work conferences to discuss and modify reports and recommendations of the various committees.

6. Special committees, representing the various divisions, will be appointed to give further and more detailed study to the problems for which no satisfactory solution has been found.

7. Dissemination of informationm concerning the program and its results will be made by officials of the college, or persons so designated, to outside groups concerned with the teacher education program at Sacramento State College.